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SOCIAL STUDIES KINDERGARTEN TO GRADE 12

PROGRAM RATIONALE AND PHILOSOPHY

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

PROGRAM VISION

The Alberta Social Studies Kindergarten to Grade 12 Program of Studies meets the needs and reflects the nature of 21st century learners. It has at its heart the concepts of citizenship and identity in the Canadian context. The program reflects multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. It fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The program emphasizes the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. It promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global level.

Central to the vision of the Alberta social studies program is the recognition of the diversity of experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon

Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

DEFINITION OF SOCIAL STUDIES

Social studies is the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live.

THE ROLE OF SOCIAL STUDIES

Social studies develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.



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VALUES AND

Social studies provides learning opportunities for students to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socio-economic, linguistic and cultural realities
- honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world
- demonstrate a global consciousness with respect to humanity and world issues
- demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability
- value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.

KNOWLEDGE AND UNDERSTANDING

Social studies provides learning opportunities for students to:

- understand their rights and responsibilities in order to make informed decisions and participate fully in society
- understand the unique nature of Canada and its land, history, complexities and current issues
- understand how knowledge of the history of Alberta, of Canada and of the world, contributes to a better comprehension of contemporary realities
- understand historic and contemporary issues, including controversial issues, from multiple perspectives
- understand the diversity of Aboriginal traditions, values and attitudes
- understand contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings

historical and contemporary
ophones in Canada

- understand the multiethnic and intercultural makeup of Francophones in Canada
- understand the challenges and opportunities that immigration presents to newcomers and to Canada
- understand how social cohesion can be achieved in a pluralistic society
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- understand how opportunities and responsibilities change in an increasingly interdependent world
- understand that humans exist in a dynamic relationship with the natural environment.

SKILLS AND PROCESSES

Social studies provides learning opportunities for students to:

- engage in active inquiry and critical and creative thinking
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- apply historical and geographic skills to bring meaning to issues and events
- use and manage information and communication technologies critically
- conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions
- apply skills of metacognition, reflecting upon what they have learned and what they need to learn
- recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- communicate ideas and information in an informed, organized and persuasive manner.



PROGRAM FOUNDATIONS

The program of studies provides a foundation of learning experiences that address critical aspects of social studies and its application. These critical areas provide general direction for the program of studies and identify major components of its structure.

CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies.

The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

The sense of being a citizen, enjoying individual and collective rights and equitable status in contemporary society, impacts an individual's sense of identity. Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good and feel a sense of belonging and empowerment as citizens.

Social studies provides learning opportunities for students to:

- understand the complexity of identity formation in the Canadian context
- understand how identity and self-esteem are shaped by multiple personal, social, linguistic and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity
- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

SOCIAL STUDIES AND ABORIGINAL PERSPECTIVES AND EXPERIENCES

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Aboriginal perspectives
- of Aboriginal experiences
- that Aboriginal students have particular needs and requirements.

Central to Aboriginal identity are languages and cultures that link each group with its physical world, worldviews and traditions. The role of Elders and community leaders is essential in this linkage.

The social studies program of studies provides learning opportunities that contribute to the development of self-esteem and identity in Aboriginal students by:

- promoting and encouraging a balanced and holistic individual and strengthening individual capacity

- honouring and valuing the traditions, concepts and symbols that are the expression of their identity
- providing opportunities for students to express who they are with confidence as they interact and engage with others
- contributing to the development of active and responsible members of groups and communities.

SOCIAL STUDIES AND FRANCOPHONE PERSPECTIVES AND EXPERIENCES

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Francophone perspectives
- of Francophone experiences
- that Francophone students have particular needs and requirements.

Social studies occupies a central position in successful Francophone education in Alberta. Francophone schools are a focal point of the Francophone community. They meet the needs and aspirations of parents by ensuring the vitality of the community. For students enrolled in Francophone schools, the social studies program will:

- strengthen Francophone self-esteem and identity
- encourage students to actively contribute to the flourishing of Francophone culture, families and communities
- promote partnerships among the home, community and business world
- engage students in participating in the bilingual and multicultural nature of Canada.

PLURALISM: DIVERSITY AND COHESION

One of the goals of the social studies program is to foster understanding of the roles and contributions of linguistic, cultural and ethnic groups in Canada. Students will learn about themselves in relation to others. Social studies helps students to function

as citizens in a society that values diversity and cohesion.

A key component of effective social organizations, communities and institutions is recognition of diversity of experiences and perspectives. The program of studies emphasizes how diversity and differences are assets that enrich our lives. Students will have opportunities to value diversity, to recognize differences as positive attributes and to recognize the evolving nature of individual identities. Race, socio-economic conditions and gender are among various forms of identification that people live with and experience in a variety of ways.

Social studies addresses diversity and social cohesion and provides processes that students can use to work out differences, drawing on the strengths of diversity. These processes include:

- a commitment to respecting differences and fostering inclusiveness
- an understanding and appreciation for shared values
- a respect for democratic principles and processes for decision making such as dialogue and deliberation.

Diversity contributes to the development of a vibrant democratic society. Through the interactions of place and historical processes of change, diversity has been an important asset in the evolution of Canadian society. Some key manifestations of this diversity include:

- First Nations, Inuit and Métis cultures
- official bilingualism
- immigration
- multiculturalism.

Accommodation of diversity is essential for fostering social cohesion in a pluralistic society. Social cohesion is a process that requires the development of the relationships within and among communities. Social cohesion is manifested by respect for:

- individual and collective rights
- civic responsibilities

- shared values
- democracy
- rule of law
- diversity.

SOCIAL STUDIES: LEARNERS AND LEARNING

Students bring their own perspectives, cultures and experiences to the social studies classroom. They construct meaning in the context of their lived experience through active inquiry and engagement with their school and community. In this respect, the infusion of current events, issues and concerns is an essential component of social studies.

Social studies recognizes the interconnections and interactions among school, community, provincial, national and global institutions.

The Alberta program of studies for social studies provides learning opportunities for students to develop skills of active and responsible citizenship and the capacity to inquire, make reasoned and informed judgments, and arrive at decisions for the public good.

Students become engaged and involved in their communities by:

- asking questions
- making connections with their local community
- writing letters and articles
- sharing ideas and understandings
- listening to and collaborating and working with others to design the future
- empathizing with the viewpoints and positions of others
- creating new ways to solve problems.

ISSUES-FOCUSED APPROACH TO TEACHING SOCIAL STUDIES

A focus on issues through deliberation is intrinsic to the multidisciplinary nature of social studies and to democratic life in a pluralistic society. An issues-focused approach presents opportunities to

address learning outcomes by engaging students in active inquiry and application of knowledge and critical thinking skills. These skills help students to identify the relevance of an issue by guiding them to develop informed positions and respect for the positions of others. This process enables students to question, validate, expand and express their understanding; to challenge their presuppositions; and to construct their own points of view.

The program of studies is designed to promote metacognition through critical reflection, questioning, decision making and consideration of multiple perspectives on issues. Through this process, students will strive to understand and explain the world in the present and to determine what kind of world they want in the future.

Current Affairs

Social studies fosters the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. Ongoing reference to current affairs adds relevance, interest and immediacy to social studies issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues.

An issues-focused approach that incorporates multiple perspectives and current affairs helps students apply problem-solving and decision-making skills to real-life and controversial issues.

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.

Opportunities may include:

- current events in local communities
- issues with local, provincial, national and/or global relevance

- cultural celebrations
- visits from dignitaries
- special events.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and teach thinking skills.

STRANDS OF SOCIAL STUDIES

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.

Time, Continuity and Change

Understanding the dynamic relationships among time, continuity and change is a cornerstone of citizenship and identity. Considering multiple perspectives on history, and contemporary issues within their historical context, enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

The Land: Places and People

Exploring the unique and dynamic relationship that humans have with the land, places and environments affects decisions that students make and their understanding of perspectives, issues, citizenship and identity. Students will examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

Power, Authority and Decision Making

Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations. It also broadens students' understanding of related issues, perspectives and their effect on citizenship and identity. A critical examination of the distribution, exercise and implications of power and authority is the focus of this strand. Students will examine governmental and political structures, justice and laws, fairness and equity, conflict and cooperation, decision-making processes, leadership and governance. This examination develops a student's understanding of the individual's capacity in decision-making processes and promotes active and responsible citizenship.

Economics and Resources

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world. Students will explore basic economic systems, trade and the effects of economic interdependence on individuals, communities, nations and the natural environment. Students will also critically consider the social and environmental implications of resource use and technological change.

Global Connections

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions. Students will also acquire a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights.

Culture and Community

Exploring culture and community allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity and understanding of multiple perspectives, issues and change. Students will examine the various expressions of their own and others' cultural, linguistic and social communities.

GENERAL AND SPECIFIC OUTCOMES

The general and specific outcomes provide an organizational structure for assessment of student progress in the social studies program. These outcomes follow the progression of learning that occurs at each grade level.

General Outcomes

General outcomes identify what students are expected to know and be able to do upon completion of a grade/course. General outcomes have been identified within each grade/course.

Specific Outcomes

Specific outcomes identify explicit components of values and attitudes, knowledge and understanding, and skills and processes that are contained within each general outcome within each grade/course. Specific outcomes are building blocks that enable students to achieve general outcomes for each grade/course. Where

appropriate, examples have been identified as an optional (e.g.) or required (i.e.) component of the specific outcome. At the 10–12 levels, all bracketed items are required components of the specific outcome.

OUTCOMES RELATED TO VALUES AND ATTITUDES

The goal of social studies is to foster the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic. Respect, a sense of personal and collective responsibility, and an appreciation of human interdependence are fundamental to citizenship and identity within local, national and global communities. Developing an ethic of care toward self, others and the natural world is central to these commitments.

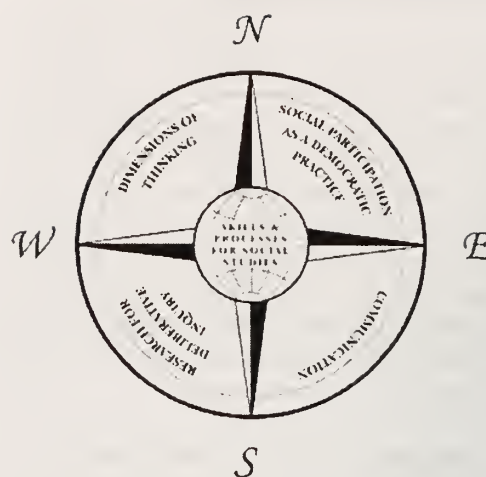
OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING

Outcomes related to knowledge and understanding are fundamental to informed decision making. Knowledge and understanding involve the breadth and depth of information, concepts, evidence, ideas and opinions.

OUTCOMES RELATED TO SKILLS AND PROCESSES

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and to develop, practise and maintain essential skills as their learning evolves within a grade/course and from grade to grade/course to course. The skill outcomes are grouped into the following categories for organizational purposes:

- Dimensions of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication



Dimensions of Thinking

In social studies, students acquire and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. The following dimensions of thinking have been identified as key components in social studies learning:

Critical Thinking

Critical thinking is a process of inquiry, analysis and evaluation resulting in a reasoned judgment. Critical thinking promotes the development of democratic citizenship. Students will develop skills of critical thinking that include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions.

Creative Thinking

Creative thinking occurs when students identify unique connections among ideas and suggest insightful approaches to social studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought.

Historical Thinking

Historical thinking is a process whereby students are challenged to rethink assumptions about the past and to reimagine both the present and the future. It helps students become well-informed citizens who approach issues with an inquiring mind and exercise sound judgment when presented with new information or a perspective different from their own. Historical thinking skills involve the sequencing of events, the analysis of patterns and the placement of events in context to assist in the construction of meaning and understanding, and can be applied to a variety of media, such as oral traditions, print, electronic text, art and music.

Historical thinking allows students to develop a sense of time and place to help define their identities. Exploring the roots of the present ensures the transmission and sharing of values, and helps individuals to realize that they belong to a civil society. Historical thinking develops citizens willing to engage in a pluralistic democracy and to promote and support democratic institutions.

Geographic Thinking

Possessing geographic thinking skills provides students with the tools to address social studies issues from a geographic perspective. Geographic thinking skills involve the exploration of spatial orders, patterns and associations. They enable students to investigate environmental and societal issues using a range of geographic information. Developing these spatial skills helps students understand the relationships among people, events and the context of their physical environment, which will assist them to make choices and act wisely when confronted with questions affecting the land and water resources.

Decision Making and Problem Solving

Students develop the ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives. Decision making involves reserving judgments until all the options and perspectives have been explored; seeking clarity for a variety of choices and perspectives; examining the cause-

and-effect relationship between choices; and basing decisions on knowledge, values and beliefs.

Problem-solving processes in social studies help students develop the ability to identify or pose problems and apply learning to consider the causes and dimensions of problems. These skills help develop thinking strategies, allowing students to determine possible courses of action and consequences of potential solutions for a problem that may have multiple or complex causes and that may not have a clear solution. Activities such as simulations, debates, public presentations and editorial writing foster the development of these skills.

Metacognition

Metacognition is “thinking about thinking.” It involves critical self-awareness, conscious reflection, analysis, monitoring and reinvention. Students assess the value of the learning strategies they have used, modify them or select new strategies, and monitor the use of reinvented or new strategies in future learning situations. In this respect, students become knowledge creators and contribute to a shared understanding of the world we live in—a key feature of democratic life and commitment to pluralism.

Social Participation as a Democratic Practice

Social participation skills enable students to develop effective relationships with others, to work in cooperative ways toward common goals and to collaborate with others for the well-being of their communities. Students will develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative decision making, the importance of responsibility and the acceptance of differences. Development of these skills will enhance active participation in their communities. Activities in this regard could include social action and community projects, e.g., church groups, Amnesty International, Médecins sans frontières (Doctors Without Borders).

Research for Deliberative Inquiry

Purposeful deliberation and critical reflection are essential skills and processes for democratic citizenship and problem solving. In social studies, the research process develops learners who are independent, self-motivated problem solvers and co-creators of knowledge. Developing research skills prepares students for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world. These skills also enhance and enrich the process of identity formation as students critically reflect on their sense of self and relationship to others. The foundations of the research process are the application of acquired skills, the selection of appropriate resources and the use of suitable technology.

The Infusion of Technology

Technology encompasses the processes, tools and techniques that alter human activity. Information communication technology provides a vehicle for communicating, representing, inquiring, making decisions and solving problems. It involves the processes, tools and techniques for:

- gathering and identifying information
- re-representations of dominant texts
- expressing and creating
- classifying and organizing
- analyzing and evaluating
- speculating and predicting.

Selected curriculum outcomes from Alberta Learning's Information and Communication Technology (ICT) Program of Studies are infused throughout the social studies program of studies and are indicated by this symbol ➤. Further information regarding the Information and Communication Technology Program of Studies is contained within that program of studies.

Communication

Communication skills enable students to comprehend, interpret and express information and ideas clearly and purposefully. These skills include the language arts of listening, speaking,

reading, writing, viewing and representing, as well as the use of communication technologies for acquiring and exchanging information and ideas.

Oral, Written and Visual Literacy

Through the language arts, human beings communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Speaking, writing and representing are used in the social studies program to relate a community's stories and to convey knowledge, beliefs, values and traditions through narrative history, music, art and literature.

Reading, listening and viewing in social studies enables students to extend their thinking and their knowledge and to increase their understanding of themselves and others. These skills provide students with a means of accessing the ideas, perspectives and experiences of others.

The language arts enable students to explore, organize and clarify thoughts and to communicate these thoughts to others.

Media Literacy Skills

Contemporary texts often involve more than one medium to communicate messages and as such, are often complex, having multi-layered meanings. Information texts include visual elements such as charts, graphs, diagrams, photographs, tables, pictures, collages and timelines. Media literacy skills involve accessing, interpreting and evaluating mass media texts such as newspapers, television, the Internet and advertising. Media literacy in social studies explores concepts in mass media texts, such as identifying key messages and multiple points of view that are being communicated, detecting bias, and examining the responsibility of citizens to respond to media texts.

SCOPE AND SEQUENCE

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade/course. The structure provides continuity and linkages from grade to grade/course to course. In addition, the general outcomes in each grade/course are components of the one central theme reflected in the grade/course title.

| Grade | Grade Title and General Outcomes | Linkages and Sequencing |
|---------------------|---|---|
| Kindergarten | Being Together K.1 I Am Unique K.2 I Belong | Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship. |
| One | Citizenship: Belonging and Connecting 1.1 My World: Home, School, Community 1.2 Moving Forward with the Past: My Family, My History and My Community | Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community. |
| Two | Communities in Canada 2.1 Canada's Dynamic Communities 2.2 A Community in the Past | Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time. |
| Three | Connecting with the World 3.1 Communities in the World 3.2 Global Citizenship | Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life. |
| Four | Alberta: The Land, Histories and Stories 4.1 Alberta: A Sense of the Land 4.2 The Stories, Histories and People of Alberta 4.3 Alberta: Celebrations and Challenges | Grade 4 introduces specific geographic skills through an examination of Alberta and its cultural and geographic diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. Archaeology and paleontology are also introduced in Grade 4 to further develop historical thinking skills. |
| Five | Canada: The Land, Histories and Stories 5.1 Physical Geography of Canada 5.2 Histories and Stories of Ways of Life in Canada 5.3 Canada: Shaping an Identity | Grade 5 examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time. |
| Six | Democracy: Action and Participation 6.1 Citizens Participating in Decision Making 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy | Grade 6 emphasizes the importance of active and responsible participation as the foundation of a democratic society. Students will examine how the underlying principles of democracy in Canada compare to those of Ancient Athens and the Iroquois Confederacy. |

(continued)

(continued)

| Grade | Grade Title and General Outcomes | Linkages and Sequencing |
|--------------|--|--|
| Seven | Canada: Origins, Histories and Movement of People 7.1 Toward Confederation 7.2 Following Confederation: Canadian Expansions | Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada. |
| Eight | Historical Worldviews Examined 8.1 From Isolation to Adaptation: Japan 8.2 Origins of a Western Worldview: Renaissance Europe 8.3 Worldviews in Conflict: The Spanish and the Aztecs | Grade 8 expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world. |
| Nine | Canada: Opportunities and Challenges 9.1 Issues for Canadians: Governance and Rights 9.2 Issues for Canadians: Economic Systems in Canada and the United States | Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined. |

| Grade | Course Titles | Linkages and Sequencing |
|---------------|--|--|
| Ten | 10-1 Perspectives on Globalization 10-2 Living in a Globalizing World | Grade 10 explores the origins of globalization, the implications of economic globalization and the impact of globalization internationally on lands, cultures, human rights and quality of life. |
| Eleven | 20-1 Perspectives on Nationalism 20-2 Understandings of Nationalism | These are the proposed titles for the Grade 11 and Grade 12 programs of study, currently under development. |
| Twelve | 30-1 Perspectives on Ideology 30-2 Understandings of Ideologies | |

KINDERGARTEN: Being Together

OVERVIEW

Kindergarten students will explore who they are in relation to others in their world. They will be given opportunities to become aware of who they are as unique individuals and to express themselves by sharing their personal stories. Students will discover how they are connected to other people and to their communities and will be encouraged to express interest, sensitivity and responsibility in their interactions with others. Through inquiry into their social, physical, cultural and linguistic environments, students will see themselves as part of the larger world.

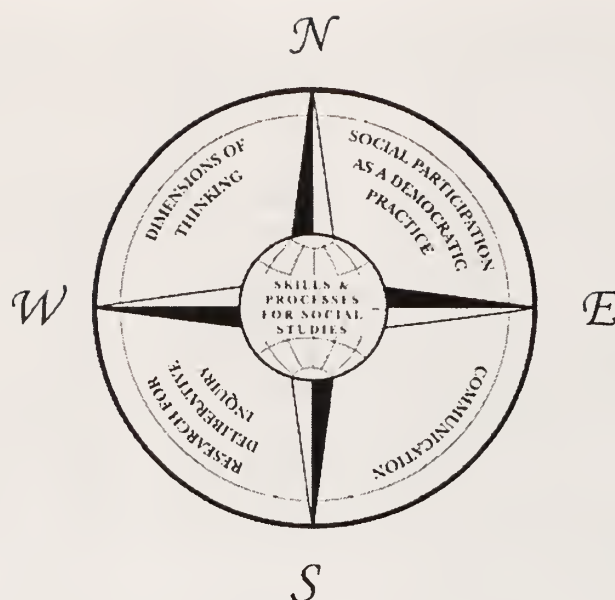
RATIONALE

In order to develop the foundations of active and responsible citizenship, social studies in Kindergarten emphasizes the development of a strong sense of identity, self-esteem and belonging.

TERMS AND CONCEPTS

community, culture, environment, group, individual, past, respect, uniqueness

| General Outcome K.1 I Am Unique | General Outcome K.2 I Belong |
|---|--|
| Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity. | Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups. |
| Local and Current Affairs | |
| Opportunities to discuss issues and concerns of a local nature should be provided to allow students to engage in current affairs. | |



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

| Dimension of Thinking | |
|--|---|
| <i>critical thinking and creative thinking</i> | evaluate ideas and information from different points of view |
| <i>historical thinking</i> | correctly apply terms related to time, including past, present, future |
| <i>geographic thinking</i> | create and use a simple map to locate communities studied in the world |
| <i>decision making and problem solving</i> | apply new ideas and strategies to contribute to decision making and problem solving |
| Social Participation as a Democratic Practice | |
| <i>cooperation, conflict resolution and consensus building</i> | demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate |
| <i>age appropriate behaviour for social involvement</i> | participate in projects that improve or meet the particular needs of their school or community |
| Research for Deliberative Inquiry | |
| <i>research and information</i> | make connections between cause-and-effect relationships from information gathered from varied sources |
| Communication | |
| <i>oral, written and visual literacy</i> | organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration |
| <i>media literacy</i> | compare information on the same issue or topic from print media, television, photographs and the Internet |

K.1 I Am Unique

General Outcome

Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual’s unique identity.

Specific Outcomes

► Values and Attitudes

Students will:

- K.1.1** value their unique characteristics, interests, gifts and talents (I)
- K.1.2** appreciate the unique characteristics, interests, gifts and talents of others:
 - appreciate feelings, ideas, stories and experiences shared by others (C, I)
 - value oral traditions of others (C)
 - appreciate that French and English are Canada’s official languages (C, I)

► Knowledge and Understanding

Students will:

- K.1.3** examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry:
 - What are my gifts, interests, talents and characteristics? (I)
 - How do my gifts, interests, talents and characteristics make me a unique individual? (I)
 - How do culture and language contribute to my unique identity? (I, C)
 - What is the origin and/or significance of my given names? (I)
- K.1.4** explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:
 - What are the origins of the people in our school, groups or communities? (C, LPP)
 - How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups and communities? (CC, I)
 - Why is speaking French and/or English important in our school, groups, or communities? (C, CC)
 - How can we show respect and acceptance of people as they are? (C, I)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

K.2 I Belong

General Outcome

Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

Specific Outcomes

► Values and Attitudes

Students will:

K.2.1 value how personal stories express what it means to belong (I)

K.2.2 value and respect significant people in their lives:

- appreciate the important contributions of individuals at home, at school and in the community (C, CC)

K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I)

- develop an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP)
- appreciate the impact that group members have on each other (C, CC)
- demonstrate respect for the diverse ways individuals cooperate, work and play together (C, PADM)
- assume responsibility for personal actions, words and choices (C)

► Knowledge and Understanding

Students will:

K.2.4 examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:

- What brings people together in a group? (CC)
- What might we share with people in other groups? (CC)
- Can we belong to several groups at one time? (I, GC)
- How do we know that we belong to groups or communities? (CC, I)
- Does everyone belong to a group or a community? (CC)
- How does living and participating in your community affect your sense of belonging? (CC, I)

K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:

- What are the rules at home, at school and in the community? (PADM)
- Are there similar rules at home, at school and in the community? (PADM)
- What are the benefits of working cooperatively with others? (CC)
- What are challenges that groups face in creating a peaceful atmosphere? (C, CC)
- In what ways can people contribute to a group or community? (CC)
- What actions show care and concern for the environment? (C, LPP)

| C Citizenship | | | I Identity | |
|----------------------------|---|---------------------------------|------------|--|
| ER Economics and Resources | LPP The Land, Places and People | GC Global Connections | | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | | |

SKILLS AND PROCESSES FOR KINDERGARTEN

► DIMENSIONS OF THINKING

Students will:

K.S.1 develop skills of critical thinking and creative thinking:

- consider ideas and information from varied sources
- compare and contrast information provided

K.S.2 develop skills of historical thinking:

- recognize that some activities or events occur at particular times of the day or year
- differentiate between events and activities that occurred recently and long ago

K.S.3 develop skills of geographic thinking:

- recognize familiar places or points of reference in their surroundings
- ask geographic questions, such as asking for directions

K.S.4 demonstrate the skills of decision making and problem solving:

- provide ideas and strategies to contribute to decision making and problem solving

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

K.S.5 demonstrate the skills of cooperation, conflict resolution and consensus building:

- consider the needs of others
- work and play in harmony with others to create a safe and caring environment
- demonstrate a willingness to share space and resources

K.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- being a classroom helper

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

K.S.7 apply the research process:

- ask questions to make meaning of a topic
- gather information on a particular topic from a variety of sources, e.g., illustrations, photographs, videos, objects, auditory cues

► COMMUNICATION

Students will:

K.S.8 demonstrate skills of oral, written and visual literacy:

- listen to others in a socially appropriate manner
- respond appropriately to comments and questions, using language respectful of human diversity

K.S.9 develop skills of media literacy:

- determine the main points or ideas in a media presentation

Glossary of Terms and Concepts—Kindergarten

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

| | |
|--------------------|--|
| community | A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, and/or geographically defined shared space. |
| culture | The beliefs, values, socially transmitted behaviours and traditions, language, arts and other human endeavours considered together as being characteristics of a particular community, period or people. |
| environment | What constitutes immediate surroundings and can include physical, human and natural elements. |
| group | People who are together and connected by shared interests and characteristics. |
| individual | One human being |
| past | The time before now and today. |
| respect | Willingness to show consideration or appreciation. |
| uniqueness | Characteristic of something that is one of a kind. |

GRADE 1: Citizenship: Belonging and Connecting

OVERVIEW

Through inquiry into their social, physical, cultural and linguistic environments, Grade 1 students will see themselves as part of the larger world. They will have opportunities to share their personal stories and explore traditions and symbols that are reflected in their groups or communities. They will enhance their understanding of the diverse needs of others and how they can contribute as individuals to the well-being of the groups to which they belong. Students will explore roles and responsibilities they have as citizens in schools, groups and their own communities. They will be encouraged to care for the natural environment and to show concern for other people in their relationships, groups and communities.

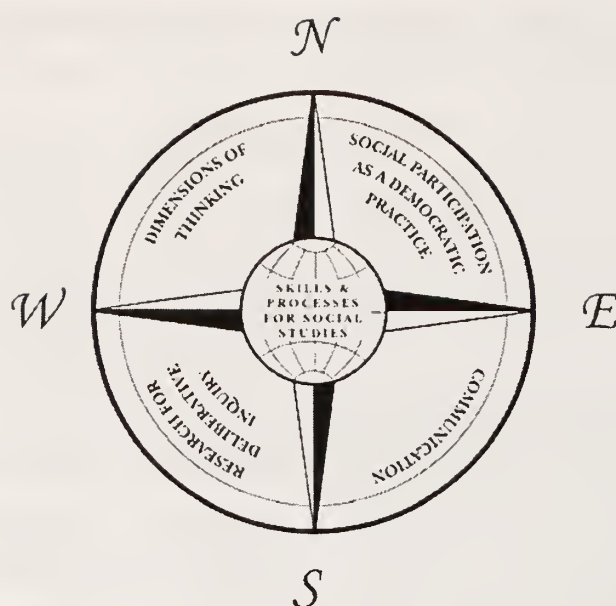
RATIONALE

Grade 1 students will be given opportunities to further develop self-esteem by examining their own identity in relationship to groups and communities. Learning about the well-being, growth and vitality of the diverse groups to which they belong will help to build the foundations of active and responsible citizenship.

TERMS AND CONCEPTS

characteristics, community, cooperation, decision making, family, interests, responsibility, role, traditions, vitality

| General Outcome 1.1 My World: Home, School, and Community | General Outcome 1.2 Moving Forward with the Past: My Family, My History and My Community |
|--|--|
| Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities. | Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today. |
| Local and Current Affairs | |
| In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies. | |



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

| Dimension of Thinking | |
|--|---|
| <i>critical thinking and creative thinking</i> | evaluate ideas and information from different points of view |
| <i>historical thinking</i> | correctly apply terms related to time, including past, present, future |
| <i>geographic thinking</i> | create and use a simple map to locate communities studied in the world |
| <i>decision making and problem solving</i> | apply new ideas and strategies to contribute to decision making and problem solving |
| Social Participation as a Democratic Practice | |
| <i>cooperation, conflict resolution and consensus building</i> | demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate |
| <i>age appropriate behaviour for social involvement</i> | participate in projects that improve or meet the particular needs of their school or community |
| Research for Deliberative Inquiry | |
| <i>research and information</i> | make connections between cause-and-effect relationships from information gathered from varied sources |
| Communication | |
| <i>oral, written and visual literacy</i> | organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration |
| <i>media literacy</i> | compare information on the same issue or topic from print media, television, photographs and the Internet |

1.1 My World: Home, School, and Community

General Outcome

Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

Specific Outcomes

► Values and Attitudes

Students will:

1.1.1 value self and others as unique individuals in relation to their world:

- appreciate how belonging to groups and communities enriches an individual's identity (I)
- appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C, CC)
- demonstrate respect for their individual rights and the rights of others (C, I)
- recognize and respect how the needs of others may be different from their own (C)

1.1.2 value the groups and communities to which they belong:

- demonstrate a willingness to share and cooperate with others (C, PADM)
- appreciate how their actions might affect other people and how the actions of others might affect them (C)
- demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM)
- assume responsibility for their individual choices and actions (CC, I)

► Knowledge and Understanding

Students will:

1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- What different types of communities or groups do you belong to? (CC)
- What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC)
- In what ways do we belong to more than one group or community at the same time? (CC, I)
- In what ways do we benefit from belonging to groups and communities? (C, CC, I)
- What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I)

1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:

- In what ways do people cooperate in order to live together peacefully? (C, I)
- How do groups make decisions? (PADM)
- In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

- How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM)
- How does caring for the natural environment contribute to the well being of our community? (C, LPP)

1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:

- What are some familiar landmarks and places in my community? (CC, TCC)
- Why are these landmarks and places significant features of the community? (CC, I, TCC)
- What are some differences between rural and urban communities? (CC, LPP)
- Where is my community on a map or on a globe? (LPP)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

1.2 Moving Forward with the Past: My Family, My History and My Community

General Outcome

Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.

Specific Outcomes

► Values and Attitudes

Students will:

1.2.1 appreciate how stories and events of the past connect their families and communities to the present:

- recognize how their families and communities might have been different in the past than they are today (CC, TCC)
- appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC)
- recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I)
- appreciate people who have contributed to their communities over time (CC, I, TCC)
- recognize how diverse Aboriginal and Francophone communities are integral to Canada's character (CC, I)
- acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC)

► Knowledge and Understanding

Students will:

1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:

- How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC)
- What is my family's past in our community? (CC, I, TCC)
- In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC)
- How have changes over time affected their families and communities in the present? (I, TCC)
- In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC)
- What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities? (CC, I, TCC)
- What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities? (CC, I, TCC)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land, Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

SKILLS AND PROCESSES FOR GRADE 1

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

1.S.1 develop skills of critical thinking and creative thinking:

- examine ideas and information from varied sources
- choose and justify a course of action
- compare and contrast information from similar types of electronic sources

1.S.2 develop skills of historical thinking:

- recognize that some activities or events occur on a seasonal basis
- differentiate between activities and events that occurred recently and long ago

1.S.3 develop skills of geographic thinking:

- use a simple map to locate specific areas within the school and community
- ask geographic questions, such as asking for directions
- understand that globes and maps are visual representations of the world
- locate Canada on a globe or map

1.S.4 demonstrate skills of decision making and problem solving:

- collaborate with others to devise strategies for decision making and problem solving
- apply ideas and strategies to contribute to decision making and problem solving

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- consider the ideas and suggestions of others
- work and play in harmony with others to create a safe and caring environment
- demonstrate a willingness to share space and resources

1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- behaviour in accordance with classroom, school and community expectations

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

1.S.7 apply the research process:

- ask questions to make meaning of a topic
- compare and contrast information gathered
- navigate within an electronic document

- access and retrieve appropriate information from electronic sources, when available, for a specific inquiry
- process information from more than one source to retell what has been discovered
- draw conclusions from organized information
- make predictions based on organized information

► COMMUNICATION

Students will:

1.S.8 demonstrate skills of oral, written and visual literacy:

- interact with others in a socially appropriate manner
- respond appropriately, verbally and in written forms, using language respectful of human diversity
- listen to others in order to understand their point of view
- create visual images using paint and draw programs

1.S.9 develop skills of media literacy:

- identify key words in a media presentation to determine the main idea

Glossary of Terms and Concepts—Grade 1

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

| | |
|------------------------|---|
| characteristics | The particular combination of qualities in a person or place that makes that person or place different from others. |
| community | A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, and/or geographically defined shared space. |
| cooperation | To act or work together for a particular purpose, or to help someone willingly when help is requested. |
| decision making | The process of making a choice after careful consideration of all available options and potential consequences. |
| family | A social group of people that care for and support one another, often consisting of a parent, or parents, and their children, siblings and sometimes grandparents, uncles, aunts and other caregivers. |
| interests | Particular characteristics that motivate people to become involved with or participate in something. |
| responsibility | Having control and authority over something or someone and the duty of taking care of it or him/her. |
| role | The position of a person or group of people in a particular situation, or the duty which someone is expected to perform. |
| traditions | Beliefs, principles or ways of acting which people in a particular society or group have continued to follow for a long time, or all of the beliefs, principles or ways of acting in a particular group or society. |
| vitality | The capacity of a group or community to connect with its heritage and establish the institutions necessary for its functioning, growth and empowerment. |

GRADE 2: Communities in Canada

OVERVIEW

Grade 2 students will investigate life in three diverse communities within Canada. Based on their understanding of their own communities, students will explore characteristics of selected rural and urban communities in Canada: an Inuit community, a prairie community and an Acadian community. They will apply their understanding of various aspects that define communities, such as geography, culture, language, heritage, economics and resources, in their investigation of how communities are connected. Students will discover how people live in each of these communities and will reflect upon the vastness of Canada and the diversity of Canadian communities.

Students will also be given the opportunity to study the past of their own or one of the other communities studied. Throughout the study, emphasis will be on the contribution of individuals and groups to a community.

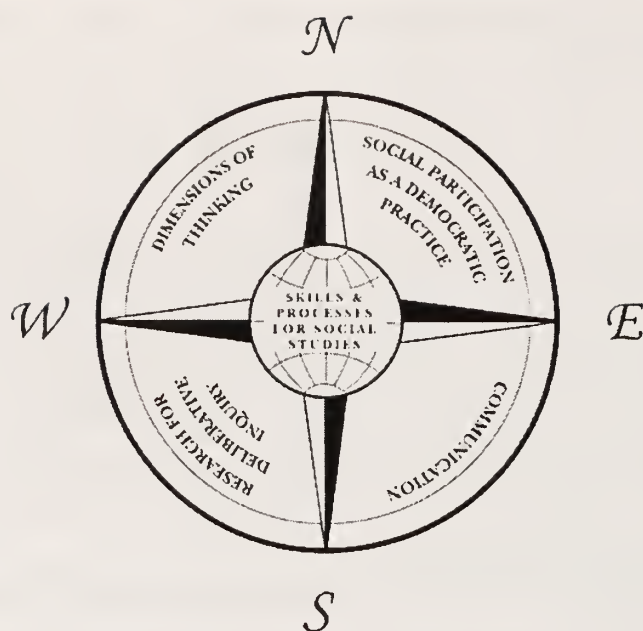
RATIONALE

Grade 2 students will develop a process for identifying characteristics of communities within Canada. They will inquire into the defining characteristics of a variety of communities in Canada to foster an appreciation of what makes a community and of each community's contributions to Canada as a nation. Through these explorations, students will develop an appreciation of and respect for the vastness of Canada and the diversity of Canadian communities.

TERMS AND CONCEPTS

Acadians, goods, human geography, Inuit, physical geography, services, cultural diversity, rural, urban

| General Outcome 2.1 Canada's Dynamic Communities | General Outcome 2.2 A Community in the Past |
|--|--|
| Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities. | Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of their community. |
| Local and Current Affairs | |
| In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies. | |



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

| Dimension of Thinking | |
|--|---|
| <i>critical thinking and creative thinking</i> | evaluate ideas and information from different points of view |
| <i>historical thinking</i> | correctly apply terms related to time, including past, present, future |
| <i>geographic thinking</i> | create and use a simple map to locate communities studied in the world |
| <i>decision making and problem solving</i> | apply new ideas and strategies to contribute to decision making and problem solving |
| Social Participation as a Democratic Practice | |
| <i>cooperation, conflict resolution and consensus building</i> | demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate |
| <i>age appropriate behaviour for social involvement</i> | participate in projects that improve or meet the particular needs of their school or community |
| Research for Deliberative Inquiry | |
| <i>research and information</i> | make connections between cause-and-effect relationships from information gathered from varied sources |
| Communication | |
| <i>oral, written and visual literacy</i> | organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration |
| <i>media literacy</i> | compare information on the same issue or topic from print media, television, photographs and the Internet |

2.1 Canada’s Dynamic Communities

General Outcome

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada’s communities.

Specific Outcomes

► Values and Attitudes

Students will:

2.1.1 appreciate the physical and human geography of the communities studied:

- appreciate how a community’s physical geography shapes identity (I, LPP)
- appreciate the diversity and vastness of Canada’s land and peoples (CC, LPP)
- value oral history and stories as ways to learn about the land (LPP, TCC)
- acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC)
- demonstrate care and concern for the environment (C, ER, LPP)

► Knowledge and Understanding

Students will:

2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:

- Where are the Inuit, Acadian and prairie communities located in Canada? (LPP)
- How are the geographic regions different from where we live? (LPP)
- What are the major geographical regions, landforms and bodies of water in each community? (LPP)
- What are the main differences in climate among these communities? (LPP)
- What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC)
- How does the physical geography of each community shape its identity? (CC, I)
- What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (CC, I, LPP)
- How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:

- What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC)
- What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC)
- How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC)
- What are the linguistic roots and practices in the communities? (CC)
- What individuals and groups contributed to the development of the communities? (CC)
- How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC)
- How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity? (CC, I)

2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:

- What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP)
- What are the occupations in each of the communities? (ER)
- What kinds of goods and services are available in the communities? (ER)
- What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land, Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

2.2 A Community in the Past

General Outcome

Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

Specific Outcomes

► Values and Attitudes

Students will:

- 2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)
- 2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community (C, CC, I)
- 2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)
- 2.2.4 appreciate how connections to a community contribute to one's identity (I)
- 2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)

► Knowledge and Understanding

Students will:

- 2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:
 - What characteristics define their community? (CC, I)
 - What is unique about their community? (CC, I)
 - What are the origins of their community? (TCC)
 - What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC)
 - What individuals or groups contributed to the development of their community? (CC, TCC)
- 2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:
 - In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC)
 - What has caused changes in their community? (CC, TCC)
 - How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC)
 - How have the people who live in the community contributed to change in the community? (CC, LPP, TCC)
 - How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

SKILLS AND PROCESSES FOR GRADE 2

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

2.S.1 develop skills of critical thinking and creative thinking:

- distinguish between a fictional and a factual account about Canadian communities
- choose and justify a course of action
- compare and contrast information from similar types of electronic sources, such as information collected on the Internet.

2.S.2 develop skills of historical thinking:

- correctly apply terms related to time (i.e., long ago, before, after)
- arrange events, facts and/or ideas in sequence

2.S.3 develop skills of geographic thinking:

- use a simple map to locate communities studied in Canada
- determine distance on a map, using relative terms such as near/far, here/there
- apply the concept of relative location to determine locations of people and places
- use cardinal directions to locate communities studied in relation to one's own community

2.S.4 demonstrate skills of decision making and problem solving:

- apply ideas and strategies to decision making and problem solving
- propose new ideas and strategies to contribute to decision making and problem solving

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate the ability to deal constructively with diversity and disagreement
- work and play in harmony with others to create a safe and caring environment
- consider the needs and ideas of others
- share information collected from electronic sources to add to a group task

2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- participate in activities that enhance their sense of belonging within their school and community

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

2.S.7 apply the research process:

- participate in formulating research questions
- develop questions that reflect a personal information need
- follow a plan to complete an inquiry
- access and retrieve appropriate information from electronic sources for a specific inquiry
- navigate within a document, compact disc or other software program that contains links
- organize information from more than one source
- process information from more than one source to retell what has been discovered
- formulate new questions as research progresses
- draw conclusions from organized information
- make predictions based on organized information

► COMMUNICATION

Students will:

2.S.8 demonstrate skills of oral, written and visual literacy:

- prepare and present information in their own words, using respectful language
- respond appropriately to comments and questions, using respectful language
- interact with others in a socially appropriate manner
- create visual images for particular audiences and purposes
- display data in a problem-solving context
- use technology to support a presentation

2.S.9 develop skills of media literacy:

- identify key words from gathered information on a topic or issue
- compare information on the same topic or issue from print media, television and photographs

Glossary of Terms and Concepts—Grade 2

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

| | |
|---------------------------|--|
| Acadians | Descendants of approximately 100 French families who settled along the shores of the Baie française (now the Bay of Fundy) in the area now known as New Brunswick, Nova Scotia and Prince Edward Island. |
| cultural diversity | Differences in groups having a variety of languages, ethnicity, nationalities, within a shared space. |
| goods | Items that are produced and have an economic value. |
| human geography | The branch of geography that pertains specifically to how humans adapt to their environment. |
| Inuit | A member of any of several Aboriginal peoples who live in coastal regions of the Canadian Arctic and in Greenland. |
| physical geography | The study of the physical characteristics of the environment, for example, landforms, climate and bodies of water. |
| rural | Relating to agricultural; or sparsely populated; of or relating to people who live in the country |
| services | Physical or intellectual labour. |
| urban | Relating to cities or city life. |

GRADE 3: Connecting with the World

OVERVIEW

Grade 3 students will investigate life in four diverse communities around the world. The contemporary communities examined will be drawn from India, Tunisia, Ukraine and Peru. Students will inquire into how geographic, social, cultural and linguistic factors affect quality of life in communities in the world. Students will enrich their awareness and appreciation of how people live in other places. Their understanding of global citizenship will be further developed and they will recognize Canada’s involvement in other parts of the world.

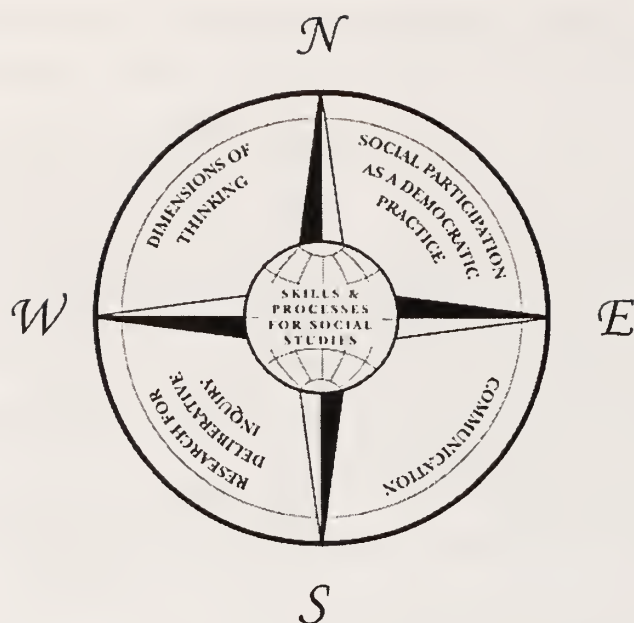
RATIONALE

Grade 3 provides opportunities to explore the defining and diverse nature of communities around the world. There will be an exploration of how common human needs are met and how they contribute to quality of life. Grade 3 also introduces students to global citizenship.

TERMS AND CONCEPTS

equator, export, global, global citizenship, goods, hemisphere, import, poles, quality of life, relative location, resources, services

| General Outcome 3.1 Communities in the World | General Outcome 3.2 Global Citizenship |
|--|--|
| Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru. | Students will demonstrate an understanding and appreciation of Canada’s roles and responsibilities in global citizenship in relationship to communities in India, Tunisia, Ukraine and Peru. |
| Local and Current Affairs | |
| In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies. | |



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

| Dimension of Thinking | |
|--|---|
| <i>critical thinking and creative thinking</i> | evaluate ideas and information from different points of view |
| <i>historical thinking</i> | correctly apply terms related to time, including past, present, future |
| <i>geographic thinking</i> | create and use a simple map to locate communities studied in the world |
| <i>decision making and problem solving</i> | apply new ideas and strategies to contribute to decision making and problem solving |
| Social Participation as a Democratic Practice | |
| <i>cooperation, conflict resolution and consensus building</i> | demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate |
| <i>age appropriate behaviour for social involvement</i> | participate in projects that improve or meet the particular needs of their school or community |
| Research for Deliberative Inquiry | |
| <i>research and information</i> | make connections between cause-and-effect relationships from information gathered from varied sources |
| Communication | |
| <i>oral, written and visual literacy</i> | organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration |
| <i>media literacy</i> | compare information on the same issue or topic from print media, television, photographs and the Internet |

3.1 Communities in the World

General Outcome

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes

► Values and Attitudes

Students will:

3.1.1 appreciate similarities and differences among people and communities:

- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)

► Knowledge and Understanding

Students will:

3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What determines quality of life? (CC)
- How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
- How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
- How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)
- How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM)
- How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)
- How do the individuals and groups in the communities maintain peace? (GC, PADM)
- How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)
- How is cultural diversity expressed within each community? (CC, I)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land, Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

- 3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**
- Where, on a globe and/or map, are the communities in relation to Canada? (LPP)
 - In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
 - In what ways do the communities show concern for their natural environment? (GC, LPP)
 - How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)
- 3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**
- What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)
 - What goods and services do the communities import from and export to other parts of the world? (ER, GC)
 - What are the main forms of technologies, transportation and communication in the communities? (ER, GC)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land, Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

3.2 Global Citizenship

General Outcome

Students will demonstrate an understanding and appreciation of Canada’s roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes

► Values and Attitudes

Students will:

3.2.1 appreciate elements of global citizenship:

- recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)
- respect the equality of all human beings (C, GC, I)

► Knowledge and Understanding

Students will:

3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:

- How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC)
- What are some environmental concerns that Canada and communities around the world share? (ER, GC)
- In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)
- How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC)
- What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (C, GC)
- What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM)

| | | | |
|----------------------------|---|---------------------------------|--|
| C Citizenship | | I Identity | |
| ER Economics and Resources | LPP The Land: Places and People | GC Global Connections | |
| CC Culture and Community | PADM Power, Authority and Decision Making | TCC Time, Continuity and Change | |

SKILLS AND PROCESSES FOR GRADE 3

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

3.S.1 develop skills of critical thinking and creative thinking:

- evaluate ideas and information from different points of view
- choose and justify a course of action
- generate original ideas and strategies in individual and group activities
- compare and contrast information from similar types of electronic sources, such as information collected on the Internet

3.S.2 develop skills of historical thinking:

- correctly apply terms related to time, including past, present, future
- arrange events, facts and/or ideas in sequence

3.S.3 develop skills of geographic thinking:

- create and use a simple map to locate communities studied in the world
- use cardinal and intermediate directions to locate places on maps and globes
- apply the concept of relative location to determine locations of people and places
- apply the terms hemisphere, poles, equator

3.S.4 demonstrate skills of decision making and problem solving:

- apply new ideas and strategies to contribute to decision making and problem solving
- support proposed ideas, strategies and options with facts and reasons
- collaborate with others to devise strategies for dealing with problems and issues
- use technology to organize and display data in a problem-solving context

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
- demonstrate willingness to seek consensus among members of a work group
- consider the needs and points of view of others
- work and play in harmony with others to create a safe and caring environment
- share information collected from electronic sources to add to a group task

3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- participate in projects that improve or meet the particular needs of their school or community

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

3.S.7 apply the research process:

- make connections between cause-and-effect relationships from information gathered from varied sources
- evaluate whether information supports an issue or a research question
- develop questions that reflect a personal information need
- follow a plan to complete an inquiry
- access and retrieve appropriate information from electronic sources for a specific inquiry
- navigate within a document, compact disc or other software program that contains links
- organize information from more than one source
- process information from more than one source to retell what has been discovered
- draw conclusions from organized information
- make predictions based on organized information
- formulate new questions as research progresses

► COMMUNICATION

Students will:

3.S.8 demonstrate skills of oral, written and visual literacy:

- organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
- listen to others in order to understand their points of view
- interact with others in a socially appropriate manner
- create visual images for particular audiences and purposes
- use technology to support and present conclusions

3.S.9 develop skills of media literacy:

- compare information on the same issue or topic from print media, television, photographs and the Internet
- identify key words from information gathered from a variety of media on a topic or issue

Glossary of Terms and Concepts—Grade 3

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

| | |
|---------------------------|--|
| equator | The imaginary circle around the Earth that is the same distance from the North and South Poles and divides the Earth into the northern and southern hemispheres. |
| export | To sell goods and services to another country. |
| global | Relating to the whole world. |
| global citizenship | A feeling of responsibility, beyond a country's borders, toward humanity. |
| goods | Items that are produced and have an economic value. |
| hemisphere | One half of the Earth, especially a half north or south of the equator or west or east of the Prime Meridian. |
| import | To buy or bring in products and services from another country, or to introduce new goods, customs or ideas to one country from another. |
| poles | North or South Pole: either of the two points on the Earth, the North and South Poles, that are the endpoints of its axis of rotation, are farthest from the equator, and are surrounded by icecaps. |
| quality of life | The sense of safety, comfort, security, health and happiness that a person has in his or her life. |
| relative location | A geographic location that is described by comparing its location to another location. |
| resources | Useful or valuable possessions or qualities of a country, organization or person. |
| services | Work done for somebody else: work done by somebody for somebody else as a job, a duty or a favour. |

